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This bibliography lists 61 references on the historical development and current status of teacher preparation and certification in English, on the teaching of English in the schools, and on significant trends in English teaching. Entries were selected after consideration of the particular needs of those in teacher education, curriculum development, and certification. The annotations include both informative and evaluative information, and the citations contain availability data. (JS)

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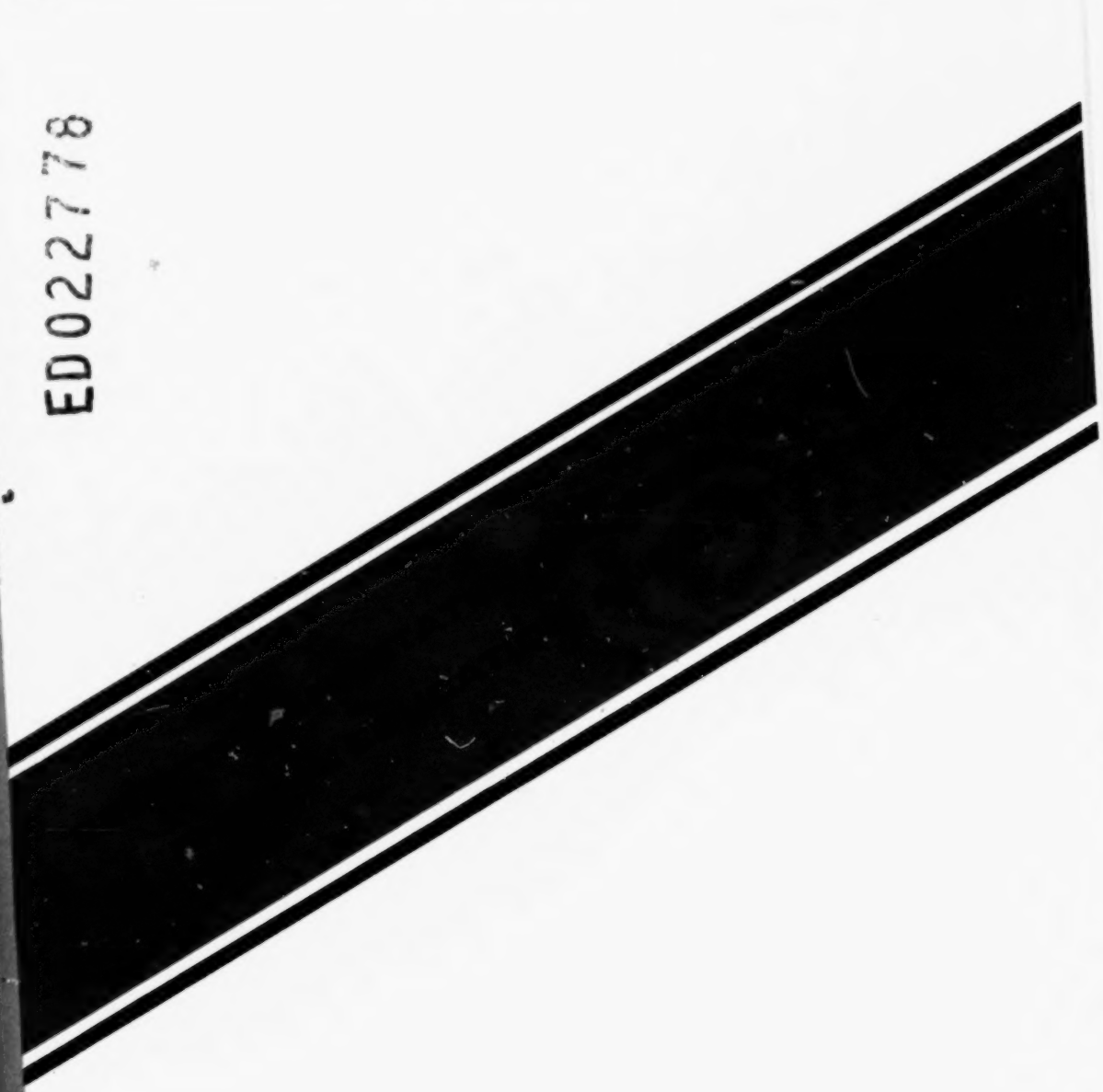

TE 000 850

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SELECTED ANNOTATED BIBLIOGRAPHY: ENGLISH, ENGLISH EDUCATION, AND CERTIFICATION

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INTRODUCTION

The following references offer sources of information on the historical development and current status of teacher preparation and certification in English, on major documents for the teaching of English in the schools, and on significant trends in English teaching. It is a bibliography of significant and current documents on the certification of teachers of English and on the changing role of instruction in English. It was impossible to include all the articles and books which could have been listed, but an attempt was made to consider the particular needs of those in teacher education, curriculum development, and certification who might wish to consult this bibliography as they plan or examine programs or courses in English education, elementary education, or English.

E. L. E.
Champaign, Illinois
August 1968

A NOTE ON AVAILABILITY

Nearly all of the documents cited and annotated in this bibliography are still in print and available from their publishers. A few are, additionally, available through the ERIC system. To those who have seen NCTE/ERIC publications before, the citation form is by now familiar and intelligible. For others it may need explanation. A document which is available through the ERIC system may be identified by a highly abbreviated note which has been added to the citation--for example, "ED 015 322 EDRS Price: MF-$0.25 HC-$1.44." The first number, ED 015 322, is an ordering number and must accompany any order for the document to which it refers.* EDRS is the acronym for the ERIC Document Reproduction Service from which reproductions may be ordered. The address is: EDRS, National Cash Register Company, Box 2206, Rockville, Maryland 20852. Finally, the prices are given in the citations for microfiche reproductions (abbreviated MF) and frequently for hard copy reproductions (abbreviated HC) as well. A microfiche is a 4 x 6 inch sheet of film, containing up to 60 micro-images. Hard copy reproductions are 70% of original size.

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*A few items have a number prefixed by TE rather than ED; THIS IS A TEMPORARY ACCESSION NUMBER AND CANNOT BE USED FOR ORDERING. It is used to locate the proper ED number, when it has been assigned, in the U. S. Office of Education abstract journal, RESEARCH IN EDUCATION (available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402--$11.00/year in the U. S., $13.75/year for foreign subscriptions). Complete ordering information for all ERIC documents may be found in RESEARCH IN EDUCATION.

"The Basic Issues in the Teaching of English," supplement to English Journal, 48(September 1959); Elementary English, 36(October 1959); College English, 20(October 1959); and PMLA, 74(September 1959). (Reprints available from NCTE, Stock No. 00509, $0.25.)
TE 000 113 EDRS Price: MF-$0.25

A statement of thirty-five basic issues was published simultaneously in 1959 in the journals of the sponsoring organizations: American Studies Association, College English Association, Modern Language Association, and National Council of Teachers of English. Eight of these issues deal with the preparation and certification of teachers at the elementary and secondary levels. Other basic issues are the training of teachers at the college level, continued intellectual growth of teachers, the teaching of composition, special kinds of students in English, and the nature of English and levels of achievement. The statement, largely content-centered, is an attempt to assess the nature of problems affecting the teaching of English and to encourage the seeking of solutions through individual teachers, English departments, professional organizations, and foundations.

Bormuth, John R., ed. Readability in 1968. Champaign, Ill.: National Council of Teachers of English, 1968.

A research bulletin prepared by a committee of the National Conference on Research in English presenting a newer approach to readability based on an analysis of linguistic and psycho-

logical theory. Attention is focused in a series of four articles upon what makes the language in books easy or difficult to read and how material can be written to any level of difficulty. Use of the cloze readability procedure is described.

Braddock, Richard, Richard Lloyd-Jones, and Lowell Schoer. Research in Written Composition. Champaign, Ill.: National Council of Teachers of English, 1963.

A summary of the state of knowledge about composition based on a review of more than 504 research studies or articles. Included is a survey of methods and elements of design in composition research and detailed summaries of 5 studies rated as the most soundly based of all studies available. One finding of the study is that composition research is not highly developed. An extensive bibliography of summaries of research, indices and abstracts, and other references on teaching of composition is included.

Commission on English. Freedom and Discipline in English. New York: College Entrance Examination Board, 1965.

The report of the Commission on English established by the College Entrance Examination Board insists on a consensus among teachers of English as essential to improving teaching. Language, literature, and composition are viewed as composing

the English curriculum. Suggestions are offered for preparing English teachers. Fourteen recommendations for improving the quality of instruction are presented.

Commission on English. Speaking about Teaching: Papers from the 1965 Summer Session of the Commission on English. New York: College Entrance Examination Board, 1967.

A volume prepared for persons interested in teaching and teacher preparation containing thirteen articles based on papers originally delivered in August 1965 at Radcliffe College and Harvard University for professors of English representing 100 colleges and universities. Articles include the following: Encouraging Good Teaching through Institutes, Teaching the Culturally Disadvantaged, The Potential in Potential Dropouts, and Developing Writing Power in the Elementary School.

Committee on National Interest. The National Interest and the Continuing Education of Teachers of English: A Report on the Profession, 1964. Champaign, Ill.: National Council of Teachers of English, 1964.

This report advises a reappraisal of continuing education of both elementary and secondary school teachers and makes a series of recommendations for immediate action. Inadequacies in preservice preparation, inservice education, and supervision and instructional leadership are documented by research findings.

Committee on National Interest. The National Interest and the Teaching of English. Champaign, Ill.: National Council of Teachers of English, 1961.

A report on the status of the profession prepared by an NCTE committee stating what has to be done about the national need to improve the teaching of English. The need for better teachers of English focuses upon a standard of preparation to teach English, state certification regulations, and preparation of the elementary and secondary teacher of English. Data and research findings are included. Organizations offering assistance in the preparation of this report include the American Council of Learned Societies, American Council on Education, College English Association, American Studies Association, and Modern Language Association of America.

Committee on the Right to Read. The Students' Right to Read. Champaign, Ill.: National Council of Teachers of English, 1962.

This pamphlet has two sections: an open letter to parents and community leaders, and a program of action for teachers and schools organizing procedures for book selection, gaining community support, and reviewing complaints against books. A form for citizens requesting reconsideration of a book for use in the schools is included. An appendix provides sources of materials and information relative to censorship.

Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, 1963.

Report of a two-year study supported by the Carnegie Corporation of New York on the education of elementary and secondary school teachers. During the study seventy-seven institutions were visited in twenty-two states. The analysis of certification and teacher education was confined to sixteen populous states. Discussions and recommendations are made regarding state certification, theory and practice of teaching, professional education, college curricula for elementary and secondary school teachers, and continuing and inservice education.

Creber, J. W. Patrick. Sense and Sensitivity. London: University of London Press, Ltd., 1965.

A book illustrating how students can become actively involved and sensitive to the vitality of language through observation and perception. Emphasis is given to the written expression of an experience rather than to external drills and exercises. A careful analysis is given of the imaginative and critical faculties. Student writing in Britain is evaluated throughout the book.

Dixon, John. Growth through English. Reading, England: National Association for the Teaching of English, 1967.

A report to the English teaching profession of the Anglo-American Seminar on the Teaching of English held at Dartmouth College and sponsored by the National Association for the Teaching of English (U.K.), MLA, and NCTE, with a grant from the Carnegie Corporation of New York. A forward view of English and the new model for instruction, with emphasis upon experience and involvement, is presented. Dixon stresses that teacher education should provide active participation and not just knowledge about language or literature for young men and women planning to teach.

Emig, Janet A., James T. Fleming, and Helen M. Popp. Language and Learning. New York: Harcourt, Brace, and World, Inc., 1964.

A revision and expansion of the Special Issue of the 1964 Harvard Educational Review on language and linguistics, plus additional articles. The book, consisting of seventeen articles, is designed to present insights for the translation of new ideas on language into classroom practice and suggests that present practices at all levels are inadequate. Selections are included on acquisition of syntax; teaching of oral language and meaning; words, meanings, and concepts; the role of linguistics and teaching of English; intonation;

and logical consistency of language. Four of the selections compose a symposium on the use of English in world literature.

Evans, William H., and Michael J. Cardone. Specialized Courses in Methods of Teaching English. Champaign, Ill.: National Council of Teachers of English, 1964.

A report of the NCTE Committee on the Secondary Methods Course describing methods courses in secondary English and offering recommendations for improving the specialized course in methods of teaching English. Included are reports of two studies: the first conducted by the NCTE committee, and the second at the University of Michigan. Data includes the content of English methods courses, methods employed in teaching, emphasis on needs of teachers, requirements in English methods courses, and the professional background of instructors. Recommendations point to a need for increased rapport between departments of English and education, and between college instructors in methods courses and the schools.

Evertts, Eldonna L., ed. Dimensions of Dialect. Champaign, Ill.: National Council of Teachers of English, 1967.

A collection of twelve articles translating theoretical principles of language development and social dialectology into

a format usable by the teaching profession. Included is a checklist for noting significant features of nonstandard varieties of English and a bibliography of literature for children which appears in both English and foreign language editions. Articles discuss problems and techniques for teaching language, reading, and English to Mexican, Maori, Negro, and Indian children.

Everts, Eldonna L., and Walter J. Moore. "A Minimal Professional Reference Library on the Language Arts for Elementary School Teachers, 1967," Elementary English,44(May 1967), 536-539. [A revision of a list first appearing in The Education of Teachers of English for American Schools and Colleges, ed. Alfred H. Grommon (New York: Appleton-Century-Crofts, 1962), pp. 406-408.] ED 014 474 EDRS Price: MF-$0.25 HC-$0.24

A list of minimum essentials for elementary school teachers. Books are grouped according to general publications on teaching the language arts; reading; writing and spelling; language, grammar, and usage; literature; and aids for book selection.

Farrell, Edmund J. English, Education, and the Electronic Revolution. Champaign, Ill.: National Council of Teachers of English, 1967. TE 000 306 EDRS Price: MF-$0.50

A paper on how best to prepare future teachers of English for meeting the challenge of involvement with electronic industries. Rather than ignoring technology with its computers or systems of programed learning, the author encourages human-

ists to guide the direction of the electronic revolution. Teacher preparation courses in media should provide a history of media, teaching the film as art, and experience in programing a computer. Attention is called to both the dangers and the possibilities of electronic developments and computerized classrooms for the teaching and learning of English. Teachers must become familiar with developments of our contemporary society. A bibliography is included.

Frank, John P., and Robert F. Hogan. Obscenity, the Law, and the English Teacher. Champaign, Ill.: National Council of Teachers of English, 1966. TE 000 536 EDRS Price: MF-$0.50

Although the two articles by John Frank and Robert Hogan do not simplify the complex issues of censorship and community concern, they do illustrate what is involved in limited access to controversial books and in introducing literary works containing controversial material into the classroom. The article by Frank, "Obscenity: Some Problems of Values and the Use of Experts," outlines the legal basis for determining obscenity in reading materials. The article by Hogan, "Obscenity and the Teacher: Another View," outlines the problems faced by teachers of English and asks why they never brave openly the issue of book selection.

Frazier, Alexander, ed. Ends and Issues, 1965-1966: Points of Decision in the Development of the English Curriculum. Champaign, Ill.: National Council of Teachers of English, 1966.

This review of English by the Commission on the English Curriculum identifies basic disputes in relation to contending positions. Issues included are those involved in considering language, composition, literature, speaking and listening, popular culture, general education, instructional materials, and instructional organization. Information is presented but no attempt is made to resolve contention.

Frazier, Alexander, ed. New Directions in Elementary English. Champaign, Ill.: National Council of Teachers of English, 1967.

Although the fifteen articles in this series were first presented at the NCTE Spring Institutes on Elementary English in 1966, the ideas expressed on literature, language, and composition will be of value at other grade levels. Presentations have focused on what lies ahead in the teaching of English. The content includes imagination and literature, criticism, language acquisition and performance, variety in American English, reading problems for nonstandard speakers, literature and composition in the elementary grades, and the preparation of teachers of composition.

Frye, Northrop. "Elementary Teaching and Elementary Scholarship," PMLA, 79(May 1964), 11-18.

A copy of the speech given during the General Meeting on English at the 1963 MLA Conference in Chicago. In his attempt to view literature as a progressive and systematic study, Frye contrasts utilitarian English with specialized literary study. Since literature has connections with imagination rather than with reason, Frye suggests verse as a beginning point for creative activity. He suggests that the curriculum is a deductive scheme for inductive presentation and, as such, should provide the reading and listening to many kinds os stories--romantic, comic, tragic, and ironic. Poetry, too, can be seen as recurring archetypes--the cyclical and the dialectic. The article concludes by emphasizing that literature alone can promote imagination and present reality as a whole.

Getzels, J. W., and P. W. Jackson. "The Teacher's Personality and Characteristics," in Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally and Co., 1963), pp. 506-582.

A review of research on the personal qualities of teachers, indicating that personality is a significant variable in the classroom. Studies involving a quantitative or experimental type of investigation, appearing since 1950 in American

publications, were selected from the more than 800 references consulted. Instruments used in the studies reviewed include the Minnesota Teacher Attitude Inventory; Minnesota Multiphasic Personality Inventory; Guilford-Zimmerman Temperament Survey; Kuder Preference Record-Vocational; Strong Vocational Interest Blank; Cattell 16 P. F. Test; Rorschach, Murray's Thematic Apperception; and the Allport, Vernon, and Lindzey Study of Values.

Gleason, H. A., Jr. ""What Is English?" College Composition and Communication, 8(October 1962), 1-13.

An article illustrating the changing concept of English as old divisions between the humanities and the sciences become vestigial. The unnatural dichotomy of speech and composition and other tendencies to separate elements within the description of English are mentioned. The article suggests that the internal structure of the discipline must be reordered and a new image defined; the parts cannot remain isolated from each other, and the newer concepts of language may provide a framework for building a unified curriculum.

Grommon, Alfred H., ed. The Education of Teachers of English for American Schools and Colleges. New York: Appleton-Century-Crofts, 1963.

A book prepared by the NCTE Commission on the English Curriculum as Volume 5 of the Curriculum Series. Addressed to certifying agencies, college faculties, boards of education, and others interested in teacher education, this volume considers in detail educating teachers of English for the elementary school, educating teachers of English for the secondary school, providing for continuing education, and preparing teachers of college English. Included are descriptions of course content and organization for method and English courses in professional education. Suggestions are given for a fifth year of preparation. State certification and purposes of certification are discussed. A pertinent description of the teacher of English and his preparation, "A Standard of Preparation to Teach English," is presented.

Hogan, Robert F., ed. The English Language in the School Program. Champaign, Ill.: National Council of Teachers of English, 1966.

A collection of twenty-two articles grouped under the headings of language theory, usage, and the language curriculum. These were first delivered as lectures at a series of NCTE Spring Institutes on Language, Linguistics, and School Programs. One feature of the collection is an article

by Noam Chomsky and a bibliography by Don Nilsen on generative grammar. Other topics include structure and operation of language, contemporary issues in English, dimensions of usage, attitudes toward language, regionalism in American English, dialect differences, linguistics and written composition, and language in the curriculum.

Holbrook, David. English for the Rejected: Training Literacy in the Lower Streams of the Secondary School. London: Cambridge University Press, 1964.

A description of "poetic function" as a means of helping backward or less able children towards literacy and an understanding of their personal world and external reality. Included are nineteen case studies illustrating the sensitive, perceptive emotions and ambitions of backward children.

Hove, John, ed. Meeting Censorship in the School: A Series of Case Studies. Champaign, Ill.: National Council of Teachers of English, 1967.

A publication of the NCTE Committee to Report on Case Studies of Censorship based on nine incidents. The accounts involving censorship of books provide a description of the community; the school and its administrative structure; the complaint, its specific charges, method of objecting, and the objector; and reactions to the complaint--steps taken by

the teacher and others. Case studies represent both successful and unsuccessful attempts in meeting the challenge of censorship.

Kohl, Herbert R. Teaching the "Unteachable": The Story of an Experiment in Children's Writing. New York: The New York Review, 1967.

An account of teaching composition in a Harlem school and the reactions of the author to this experience. The author reports that many teachers try too hard to interpret the writing of students rather than to view writing as literary exploration. Examples of student writing are included which illustrate sensibility and feeling.

Langer, Susanne K. Problems of Art. New York: Charles Scribner's Sons, 1967.

A collection of ten philosophical lectures which develop crucial answers to the basic issues of what is created, what is expressed, and what is experienced. Each lecture, although independent from the other lectures, focuses upon the nature of art. Philosophic ideas of interest to teachers of English appear throughout this collection of lectures. Metaphorical expression is described as the initial step in abstract thinking, and the process of imagination is identi-

fied as a method of forming conceptions. Ideas expressed in the book help to define the nature of creativity.

McCarthy, Dorothea. "Language Development in Children," in Manual of Child Psychology, ed. L. Carmichael. Second edition (New York: John Wiley and Sons, 1954), pp. 492-630.

A review of research of physical development in normal children, showing the broad aspect of spoken language and its relationship to reading, writing, and personality adjustment. Following a discussion of trends in the nature of research in this area, the author presents the early developmental stages of language: prelinguistic utterances of infancy, gesture language, and the first word. Consideration is given to growth of vocabulary, comprehensibility of speech, amount and rate of talking, and sentence structure and grammatical form. Research on the functions of language in the child's life, including his intellectual and social development, are reported. McCarthy presents interrelations of various measures of language development, including individual differences, environmental factors, and motor development. The author recognizes the fact that development in language is highly individual, making the formulation of generalities about reading, writing, listening, and speaking difficult.

Marckwardt, Albert H. "From the Basic Issues Conference to the Dartmouth Seminar: Perspectives on the Teaching of English," PMLA, 82(September 1967), 8-13.

An article containing the identification and interpretation of major trends in English education reform, from the Basic Issues Conference of 1958 to the Dartmouth Seminar of 1966. The relationship of the ETPS Guidelines to previous conferences and statements on English is presented. The many-faceted problems of teaching English are compared and the progress from issues to conclusions traced. The article presents an evaluation of the Dartmouth Seminar.

Marckwardt, Albert H. Linguistics and the Teaching of English. Bloomington: Indiana University Press, 1966.

A theoretical discussion of the role of language in the curriculum with many and varied applications of linguistics to spelling, reading, and literature as well as to grammar, usage, and composition. Current approaches to English grammar are presented. The author describes what every teacher should know about the various ways of studying language but does rot necessarily assume that such knowledge will be taught directly to students. Explanation is given of why there is no "linguistic method" for teaching English.

Maxwell, John C., and William J. Scannell. "A Minimal Professional Reference Library for Teachers of Secondary School English, 1968," English Journal, 57(January 1968), 116-119.

A list of minimum essentials for secondary school teachers. Books are grouped according to professional journals, general books on curriculum and methodology, and specialized books and references.

Mayor, John R., director. Accreditation in Teacher Education: Its Influence on Higher Education. Washington, D. C.: National Commission on Accrediting, 1965.

A report to the National Commission on Accrediting of the study supported by the Carnegie Foundation of New York designed to reach resolutions on issues of accreditation. Viewing teacher education as a social function affected by conflicting values and interests, the members of the Advisory Committee of the study did not attempt to reach consensus but to articulate conflicting views on the education of teachers and accreditation. Recommendations on accreditation are divided into four categories: general, state level, regional level, and national level. A bibliography on accreditation is included.

Meade, Richard A. Fifth-Year and Five-Year Programs for the Preservice Education of Teachers of English: A Description of 104 Programs. Champaign, Ill.: National Council of Teachers of English, 1964.

A description of 104 programs for the fifth-year master's degree program for the preservice education of teachers of English, the fifth-year nondegree program, and the five-year program. The fifth-year program is viewed as an integral part of preservice education of the teacher rather than as inservice education. Descriptions are based on a questionnaire distributed by NCTE.

Meckel, Henry C. "Research on Teaching Composition and Literature," in Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally and Co., 1963), pp. 966-1006.

A review of research on the teaching of composition and literature cognizant of recent educational controversies. The objectives and methods of teaching composition are discussed together with the interrelationships among the oral and written language skills. The relationship of grammar to composition skill is explored. The second portion of the review is devoted to literature: reading interest, responses to literature, comprehension factors, and promising research areas.

Muller, Herbert J. The Uses of English. New York: Holt, Rinehart, and Winston, 1967.

A report to the public, and of interest to the profession, on the Anglo-American Seminar on the Teaching of English at Dartmouth College sponsored by the National Association for the Teaching of English (U.K.), MLA, and NCTE, with a grant from the Carnegie Corporation of New York. The issues discussed during the seminar are highly debatable, and the author in his report attempts to give justice to differing opinions. The book presents some of the basic differences between the members of the seminar from Great Britain and those from the United States and summarizes criticism of English teaching and the direction for future action.

National Commission on Teacher Education and Professional Standards. The Development of the Career Teacher: Professional Responsibility for Continuing Education. Washington, D. C.: National Education Association, 1966.

A report of the eight 1963-1964 regional TEPS conferences sponsored by the National Commission on Teacher Education and Professional Standards and seventeen cosponsoring organizations including NCTE and the Council of Chief State School Officers. The publication emphasizes the role of continuing education and a new concept of the career teacher by suggesting further cooperative efforts and individual action

for improving continuing education. Contained in the report are the general session addresses and a composite report of the study groups. The material has been designed to assist others in planning conferences and projects on continuing education.

National Commission on Teacher Education and Professional Standards. The Education of Teachers: Curriculum Programs. Washington, D. C.: National Education Association, 1959.

An official report of the Kansas Conference held at the University of Kansas at Lawrence, June 1959. This report, on the second of three conferences substantially assisted by the Carnegie Corporation of New York and sponsored by the Commission in its attack on teacher education problems, contains an analysis of 294 existing programs of teacher education. Working papers prepared by representatives of teacher education institutions describe thirty-two undergraduate programs. Also included are descriptions of thirteen teaching-field programs.

National Commission on Teacher Education and Professional Standards. Remaking the World of the Career Teacher. Washington, D. C.: National Education Association, 1966.

A record of eight TEPS conferences held in 1965-1966 designed to improve continuing education and career development. In-

cluded are the keynote addresses given at each regional meeting. Descriptions of sixteen proposals for bold changes in the pattern and concept of career development are presented.

Petty, Walter T., ed. Research in Oral Language. Champaign, Ill.: National Council of Teachers of English, 1967.

A research bulletin prepared by a committee of the National Conference on Research in English, under the active support of ACEI, ASCD, IRA, and NCTE. The articles in this bulletin originally appeared in Elementary English. The importance of oral language, the examination of research evidence, and the use of this knowledge in planning programs and teaching practices is stressed. Research in oral language is considered in relation to personal and social development, development of other language skills, effects of environment, listening, and evaluation of teaching and learning. Extensive bibliographies accompany the various articles. Statements regarding needed research in oral language conclude the bulletin.

Petty, Walter T., Curtis P. Herold, and Earline Stoll. The State of Knowledge about the Teaching of Vocabulary. Champaign, Ill.: National Council of Teachers of English, 1968. ED 012 395
EDRS Price: MF-$0.50 HC-$4.72

Report of an NCTE committee on what is known about the study of vocabulary and its teaching. Approximately 565 titles of studies were identified as relating to this investigation. It is concluded that very little of substance about the teaching of vocabulary is available. The report ends with twenty-five questions which must be answered if vocabulary is to be taught adequately. The bibliography includes journal articles, unpublished materials, and books.

Rogers, Robert W., et al. Proceedings of the Allerton Park Conference on Research in the Teaching of English. December 2-4, 1962. USOE CRP-G-006. University of Illinois, 1963. ED 003 425
EDRS Price: MF-$0.75 HC-$5.32 133p.

Proceedings of the Allerton Park Conference on Research in the Teaching of English prepared by the seminar director. The seminar, sponsored by the U. S. Office of Education in December 1962, was attended by eighty representatives of college departments of English. Included in the proceedings are thirteen papers with major emphasis on research in the teaching of English, composition, language and linguistics, and the teaching of reading and literature. The relationship of research design, educational psychology, and English

education to research in the teaching of English is presented. Eleven resolutions are included. One states that the preparation of teachers of English is an important responsibility of college departments of English; another states that the teaching of English and research in teaching will profit through joint efforts by specialists in English education, English, psychology, and others.

Russell, David H. Children's Thinking. Waltham, Mass.: Blaisdell Publishing Co. (Division of Ginn & Co.), 1956.

A compilation of more than a thousand research studies from child development and educational psychology in the exploration of intellectual development of children and adolescents to present the structure or development of thinking. Attention is focused on one aspect of development--thinking. Processes of children's thinking includes associative thinking and fantasy, concept formation, problem solving, critical thinking, and creative thinking. Consideration is given to improvement of thinking. An extensive bibliography is included.

Sherwin, J. Stephen. Four Problems in Teaching English: Critiques of Research. Champaign, Ill.: National Council of Teachers of English, 1968.

An exhaustive study of informing and interpreting for

teachers of English, students in methods courses, and graduate students of pertinent research in four subject areas dealing with language instruction: mastery of Latin and English; the problem of spelling; traditional grammar, linguistics, and writing practice; and diagraming. This summary of research, calling attention to the lack of quality in research design and the frequent misinterpretation of data, also focuses upon the application of this research to classroom practices. An extensive bibliography of research studies and articles on these topics is included.

Shugrue, Michael F., and Thomas F. Crawley. "The Conclusion of the Initial Phase: The English Program of the USOE." PMLA, 82(November 1967), 15-32. ED 015 206 EDRS Price: MF-$0.25

A summary of the English Program of the Office of Education through September 1967. The summary describes a number of federally supported projects: NDEA Institutes under Title I, EIMC materials, selected Regional Education Laboratories, ERIC, studies of high school programs, studies of the Ph.D. in English, the Dartmouth Seminar, Study Centers, and Demonstration Centers. TThe projects on [illegible]ngual readiness at Hunter College and the ISCPET study at the University of Illinois are presented in detail. The programs developed at

Indiana University, the University of Nebraska, Ohio State University, the University of Oregon, and other institutions are included.

Shugrue, Michael F., and Eldonna L. Evertts, comps. English Teacher Preparation Study Guidelines for the Preparation of Teachers of English: An Exposition. Champaign, Ill.: National Council of Teachers of English, 1968. Reprinted from English Journal, 57(April 1968), 475-564.

Six guidelines for the preservice and continuing education of elementary school teachers and secondary teachers of English setting forth the basic understandings necessary to teach English or the language arts at these levels. Included are articles on the history of the preparation of teachers of English and the 1969 state certification requirements. The guidelines were written under a cooperative study by the National Association of State Directors of Teacher Education and Certification, the Modern Language Association of America, and the National Council of Teachers of English. Funds from the U. S. Office of Education supported the study.

Shuy, Roger W. Discovering American Dialects. Champaign, Ill.: National Council of Teachers of English, 1967.

A publication sponsored by the NCTE Commission on the English Language containing practical classroom work on the varieties of English spoken by Americans. The volume is based on

recent research in linguistic geography, urban dialects, and social dialects. High school students could use this book as a guide for engaging in linguistic fieldwork. The use of dialects in literature is also included.

Smith, Dora V. Selected Essays. New York: The Macmillan Company, 1964.

A collection of 29 essays written from 1930 to 1964. The essays have been grouped under the following topics: language development and the child, teaching reading in the elementary and secondary schools, teaching literature, teaching composition, teaching the English language, research studies in English teaching, building an English curriculum for today's youth, and English for world understanding. The articles have been brought up to date by the inclusion of recent research. "Growth in Language Power as Related to Child Development, 1944" and "The Growth and Sequence of Language, 1964" focus attention on evidence of growth in the child's command of language, how this power develops in children and young people, and the elements of linguistic development significant for classroom attention.

Source Book on English Institutes for Elementary Teachers. Champaign, Ill.: National Council of Teachers of English, 1965.

Suggested course outlines, activities, and study references prepared by a group of twenty specialists in language, literature, composition, and curriculum. Activities in children's literature and the critical reading of literature for advanced study are described, as well as ideas for organizing language instruction, oral language suggestions, modern concepts of language, and methods for coordinating instruction in literature and composition.

Squire, James R., ed. A Common Purpose: The Teaching of English in Great Britain, Canada, and the United States. Champaign, Ill.: National Council of Teachers of English, 1966.

A report of the International Conference on the Teaching of English cosponsored by NCTE and the National Association for the Teaching of English (NATE) held in Boston, November 24-28, 1965. A collection of twenty-seven papers to compare and contrast the ends and means of instruction in English, the common language, were presented by the British, Americans, and Canadians. The main topics under which the papers are grouped include ends of English instruction; literature, language, and composition; English and the elementary school; uses and effects of examinations; higher education, teacher education, and research; and the growth

and organization, the cooperation and coordination of English associations. Selected references on the teaching of English in Anglo-American countries are included.

Squire, James R. "National Study of High School English Programs: A School for All Seasons," English Journal, 55(March 1966), 282-290.

An article describing the benchmarks of good high school English programs, based upon the USOE-supported National Study of High School English Programs and conducted at the University of Illinois. An ideal English curriculum has strong, responsible administration and supervision, well-prepared English teachers, and balanced programs for all students.

Squire, James R., et al. "A Symposium on the English Curriculum in the Secondary School: A Series of Papers Prepared for the Bulletin by a Special Committee of the National Council of Teachers of English," NASSP Bulletin, 51(April 1967), 3-120.
ED 015 200 EDRS Price: MF-$0.75 HC-$5.68

Fourteen articles by distinguished authors which focus on the transitions and reappraisals that are emerging in secondary English curricula. Topics include the "new" English, literature, speech, reading, composition, book selection and censorship, programs for the disadvantaged, teacher preparation, and sources of curriculum change. A bibliography is included.

Stafford, William. Friends to This Ground: A Statement for Readers, Teachers, and Writers of Literature. Champaign, Ill.: National Council of Teachers of English, 1967. TE 000 401
EDRS Price: MF-$0.25 HC-$1.76

A statement of the NCTE Commission on Literature identifying values found in literature and describing its role in education. Because many pressures exist within the school curriculum, Commission members believed it important to assert the value of literature as a human experience. The concept of literature as a reservoir seemed, to those contributing to this position paper, limited when contrasted with literature as a generator of values and ideas. Two sections of the publication are devoted to issues in the defense of literature and in its teaching.

Stauffer, Russell G. Language and the Higher Thought Processes. Champaign, Ill.: National Council of Teachers of English, 1965.

A research bulletin prepared by a Committee of the National Conference on Research in English. The seven articles in this bulletin were originally published in the April and May 1965 issues of Elementary English. Because language makes it possible for man to extract ideas and to symbolize, this publication focuses attention on this medium of formal education. Included in the analysis of higher thought processes are discussions of form consciousness, concept formation,

qualification, expressive thought, credulity, and the teaching of thinking. A bibliography accompanies each article.

Steinberg, Erwin R., Robert C. Stack, Beekman W. Cottrell, and Lois S. Josephs. "The Inductive Teaching of English," English Journal, 55(February 1966), 139-157.

An article describing classroom procedures for inductive teaching at the high school level, developed under a grant from the Cooperative Research Program of the Office of Education (Project No. H-015) by the Carnegie Technical Curriculum Study Center. Encouraging creative interaction, the article describes lessons on lyric poetry, a Shakespearean play, structure signal words, the dictionary, rhetoric, and composition. The rationale for the use of inductive teaching and the pedagogical by-products of this method are noted.

Stryker, David. New Trends in English Education. Champaign, Ill.: National Council of Teachers of English, 1966.

A collection of eleven papers presented at the fourth Conference on English Education held at the Carnegie Institute of Technology in 1966. The theme of the conference was "English Education for Today's Special Concerns." Included

in the publication are articles on developing trends in teacher education, the preparation of teachers of English, programs for the academically talented and the disadvantaged, the use of library resources and services, literature, and composition. Reports on the 1964, 1965, and following Conferences on English Education are available.

Tiedt, Iris M. and Sidney W. Readings on Contemporary English in the Elementary School. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967.

A collection of thirty provocative articles presenting modern concepts in the areas of language, composition, and literature by linguistic scholars, creative writers, and those conversant with elementary education. These articles focus upon issues facing elementary school teachers today and present understandings needed as new curricula are planned.

Tuttle, Donald R. "Basic Considerations in Preparing, Certifying, and Assigning Teachers of English," College English, 24(May 1963), 619-624.

An identification of key problems related to the inadequacy of the preparation of teachers of the language arts and English prior to the English Teacher Preparation Study. In the article reference is made to the invitation extended by NASDTEC to NCTE and MLA to assist in setting up national guidelines.

Whitehead, Frank. The Disappearing Dais: A Study of the Principles and Practices of English Teaching. London: Chatto and Windus, 1966.

A discussion from a British point of view of theory and practice for helping children to think, talk, and write about their experiences. The needs of the individual child are recognized as the starting point for teachers. English is not regarded as a content subject but as a means for developing ability and skill in all the modes associated with language. The relationship which exists between the individual and his language must be understood before an explanation of what constitutes the teaching of English can be made. Attention is also given to reading, literature, drama, poetry, writing, talking, and testing.

Wiley, Autrey Nell, ed. The Preparation and Certification of Teachers of English. Champaign, Ill.: National Council of Teachers of English, 1956.

A packet containing the original annotated bibliography and the subsequent supplements on the whole certification movement in relation to English, designed as a key to the literature in the field. Many points of view are represented in the bibliography. Citations are arranged by year of publication following a short introduction that describes the trends during that year. The series of publications,

including the supplements, appears in College English and is planned as a service to teachers, college personnel administrators, state certification officers, and others. In addition to the 1950-1956 publication, the series includes Five More Years of Work on the Preparation and Certification of Teachers of English: 1957-1961, and the supplements through 1966. Later supplements are added each year.

Woodring, Paul. New Directions in Teacher Education. New York: The Fund for the Advancement of Education, 1957.

An interim report of The Fund for the Advancement of Education in the Areas of Teacher Education and Recruitment, established in 1951 by the Ford Foundation. This report is a critical review of experimental programs for advancing education in American schools and colleges which are supported by The Fund. Projects for liberal arts graduates, older college graduates, master of arts in teaching, and four-year programs combining professional with liberal education are described. An appendix contains descriptions of twenty-five individual teacher education programs.